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ORCID <https://orcid.org/0000-0001-6567-0484>*I. Horbachevsky Ternopil National Medical University***FORMATION OF ORPHOEPIIC STUDENTS' SKILLS AT THE CLASSES OF THE UKRAINIAN LANGUAGE AS FOREIGN**

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*Тернопільський національний медичний університет імені І. Я. Горбачевського МОЗ України***ФОРМУВАННЯ ОРФОЕПІЧНИХ НАВИЧОК СТУДЕНТІВ НА ЗАНЯТТЯХ УКРАЇНСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ**

Abstract. The article deals with the system of methodical work on formation of orphoeptic abilities and skills in foreign medical students. The content of studying the Ukrainian language has been outlined, the most common orphoeptic mistakes and phonetic disorders in their pronunciation have been defined. The ways of formation of appropriate abilities and skills have been described. The system of training exercises for formation of orphoeptic foreign students' literacy has been developed. It has been substantiated that the system of studying the Ukrainian language as foreign involves mastering of speech and language knowledge and formation of communicative abilities and skills that are appropriate for using in the Ukrainian-speaking environment. It has been proved that formation of the Ukrainian language competence of foreign students is based on language training that includes free mastering of professional vocabulary and exchange of knowledge in medical subjects, consideration of topics and discussion on their subject. The main aspects of formation of orphoeptic abilities and skills will provide optimization of the process of foreign students' study in the institutions of higher education of Ukraine and may be used in future development of new methods for assessing the level of vocational training of future medical specialists.

Key words: orphoeptic abilities and skills; system of exercises; teaching methods; pronunciation; Ukrainian language as foreign.

Анотація. У статті представлена система методичної роботи над формуванням в іноземних студентів-медиків орфоепічних умінь і навичок. Окреслено зміст навчання української мови, визначено найпоширеніші орфоепічні помилки і фонетичні порушення у їх вимові. Охарактеризовано шляхи формування відповідних умінь і навичок. Розроблено систему тренувальних вправ для формування орфоепічної грамотності студентів-іноземців. Обґрунтовано, що система навчання української мови як іноземної передбачає засвоєння мовно-мовленнєвих знань та формування комунікативних умінь та навичок, актуальних для послугоування в україномовному середовищі. Доведено, що формування української мовленнєвої компетенції студентів-іноземців відбувається на основі мовної підготовки, що включає в себе вільне володіння професійною лексикою та обмін знаннями з медичних предметів, обговорення тем, дискусування з їх приводу. Проаналізовані основні аспекти формування орфоепічних умінь і навичок сприятимуть оптимізації процесу навчання іноземних студентів у закладах вищої освіти України та можуть бути використані при подальшій розробці нових методик оцінювання рівня професійної підготовки майбутніх працівників медичного профілю.

Ключові слова: орфоепічні вміння і навички; система вправ; методи навчання; вимова; українська мова як іноземна.

Introduction. Integration of national education at the modern stage provides a wide use of new technologies, directions and progressive approaches to study. In the conditions of formation of Ukraine as an equal partner in creating modern educational space an important factor is the study of foreign students in the institutions of higher education of Ukraine. The problem of mastering the Ukrainian language as foreign in the system of education is relevant, because a significant number of foreign students study at Ukrainian educational institutions, for whom the Ukrainian language is a subject, an educational discipline, a mean of comprehensive development, a guide

in establishing them as professional personalities. As the result, the problem of formation of Ukrainian speech competence in foreign students appears, that provides mastering the language as a mean of communication, acquiring professionally-directed foreign language competence for successful implementation of further professional activity.

For foreign students studying in their native language (English), Ukrainian is acquired for communication in the socio cultural environment of the country in which they receive professional education. The main task of the Ukrainian language lecturer is developing their

abilities and skills in communicative use of means of the Ukrainian language as foreign in different life situations and in professional activity, adequate perceive speech at the hearing, engage in dialogue.

Oral speech, as the main kind of speech activity during the study of the Ukrainian language as foreign in the institutions of higher education, is one of the basic elements. Each participant of the speech acts as the speaker and the listener, and therefore must be able to navigate situations of communication, to conduct conversations, to start dialogue, to react for replicas of interlocutor and encourage him/her to continue talking, using both verbal and nonverbal means in it. Teaching speaking in medical IHE provides also ability to be fluent in professional vocabulary and exchange of knowledge on medical subjects, discuss topics, dispute about them.

The aim – to distinguish main types of orthoepic mistakes and phonetic pronunciation disorders, to offer the method of formation of correct orthoepic abilities and skills in medical foreign students.

The key to successful mastery of both oral and written skills is a proper understanding of what is heard, that is why formation of orthoepic abilities and skills is one of the most important in the process of studying the Ukrainian language as foreign.

The problem of oral speaking culture is not new. The peculiarities of formation of orthoepic abilities have been the subject of studies of L. A. Bulakhovskiy, M. I. Zhovtobriukh, N. I. Totska, A. M. Bohush, O. M. Buhaichuk, Ye. P. Holoborodko, A. P. Koval, N. I. Pashkivska, L. M. Vozniuk and others. However, the issues of forming orthoepic skills of Ukrainian language in foreign students have not been the subject of separate researches, although some scientific investigations of N. V. Vasylenko, T. V. Melkumova, T. K. Donchenko are known.

Theoretical framework. Due to the syllabus of the course of “Ukrainian Language as Foreign” of I. Horbachevsky Ternopil National Medical University, the main principles of studying the Ukrainian language as foreign are: 1) organization of educational process in order to form communicative competence in foreign students on the basis of holistic complex of abilities and skills in effective communication in everyday, social, political, socio-cultural, educational and professional spheres; 2) mastery of speech and communicative competence in accordance with the basic principles of the theory of speech activity and communication; 3) organization of education activity due to communicative and cognitive needs of student;

4) professionally oriented nature of training discipline “Ukrainian Language as Foreign”; 5) functionally-communicative approach to selection of language material; 6) interaction of lecturer and student as active participants of educational process; 7) positioning on foreign communicator as the subject of study. The main purpose of learning the Ukrainian language by foreigners we consider communicative, which is to understand the language as a mean of communication in the colloquial and professional spheres (as a result it is necessary teach students to write and to read, to work with written text, to make up coherent written statements, to form a certain range of knowledge about language and language skills). In accordance with it, the process of studying the Ukrainian language as foreign in IHE is directed to “practical mastering with language at the level, sufficient for the implementation of cognitive activities in socio-cultural and educational and professional spheres that can be implemented through a comprehensive approach to training future specialists and involves the interaction of communicative, educational and disciplinary goals” [3].

The main task of studying the Ukrainian language as foreign is the practical mastery of it. One of its directions is formation of orthoepic abilities and skills, in particular, pronunciation of vowels and consonants (the proper articulation of the hissing, voiced and voiceless sounds), soft consonant sounds and words with an apostrophe that is carried out during the course study process.

The problem of formation of orthoepic skills in the Ukrainian language in medical foreign students, first of all, is related to learning its sound structure, awareness of phonetic features, developing the ability to speak and read, following orthoepic standards, formation of correct pronunciation, teaching the clarity of pronunciation of words, syllables and sounds in conversation, training the desire for the skillful and correct use of phonetic means of the Ukrainian language.

However, in the process of mastering the Ukrainian language, foreign students cannot always overcome the difficulties of pronouncing Ukrainian sounds. Observation of educational process and analysis of phonetic aspect of Ukrainian speech of medical students demonstrate significant imperfection of its sound arrangement. As the experience of teaching shows, foreigners are slowly mastering the main types of speech activity, first of all oral speech, which contains a large number of orthoepic mistakes. Attention to foreign students’ pronunciation is due to the need to take into account the interaction between

oral and written speech, between pronouncing and writing, such as written language mastering, which begins from the first days of study, is based on students' oral language; literate writing is to adequately translate sounds into graphic images. Due to the fact that "spoken language skill is one of the important features of spoken language, it has a constant influence on the formation of orthographic writing skills" [2].

Formation of students' orthoepic skills is based on a certain level of development of students' native language. However, reliance on the mother tongue produces both positive and negative results – phonetic interference, which is manifested in the speech of foreigners both during perception and in the process of reproduction, so the lecturer must, on the one hand, develop students' auditory and articulatory skills of the Ukrainian language, and on the other – to correct the violations that appears as the result of influence of the auditory and articulatory skills of their native language.

Analysis of medical students' speaking gives the opportunity to define the main aspects, realization of which will provide correct formation of orthoepic abilities and skills. Foreigners must master the most basic rules of pronunciation of vowels, consonants, some sounds and certain grammatical forms. Among them we distinguish:

- pronunciation of stressed and unstressed vowels, short [Ї] (*медикамент, кишка, симптом, кров, вчора, завтра*);
- pronunciation of voiced consonants before voiceless (*бородавка, зітхати, розсипка, розпорядження*);
- pronunciation of hushing sounds (*щелепа, щиколотка, шлунок*);
- pronunciation of consonants before я, ю, є in the absence of sound [j] in words, written with an apostrophe (*здоров'я, комп'ютер, дев'ять*);
- pronunciation of plosive sound [r] (*гастродуоденіт, гастроектомія*) and sound [r] (*легені, гаструла, грип, груди*);
- pronunciation of affricates [дж], [дз] (*джгут, збудження, дзвінкий*);
- pronunciation of hard labial consonants [б], [в], [м], [п], [ф] at the word ending (*зуб, тулуб, симптом, суглоб, вісім, кров*) softly;
- pronunciation of hard [п] at the end of the word and syllable (*менер, міхур, характер, кір*);
- pronunciation of hard consonants before е (*серце, дентин, ребро*);
- softened pronunciation of consonants before і (*біль, кістка, ліки, білок, дім*; pronunciation of consonants before и (*дитина, милиця, клітина*);

– pronunciation of palatalized [з'], [с'] before semi-palatalized labial consonants (*світ, звиробій, світлолікування, свідоцтво*);

– pronunciation of palatalized [с'] before soft dental (*місці, у кріслі*).

– correct stressing of words (*флюорографія, спина, асиметрія*).

The whole process of formation of orthoepic abilities and skills should be directed to: 1) active pronunciation and listening to language units; 2) understanding the language units; 3) constant comparison of one's pronunciation with the patterns of orthoepically-correct speech. From the first classes students must understand the sound composition of words, to master the skills and abilities to compare sounds and letters, which is an important mean of mastering phonetics and orthography.

Formation of orthoepic skills involves a complex of abilities, the fulfillment of which will ensure the achievement of the purpose set by the lecturer. We distinguish the following among them:

- articulatory training of speech organs that develops their plasticity;
- perception of sound by hearing based on vision;
- articulatory of sound to its auditory image;
- independent reproduction of sound based on vision;
- reading and writing of letter, which corresponds to certain sound.

Among the methods of mastering the Ukrainian language orthoepia by foreign students, observation method should be on the first place. We agree with the opinion of O.M. Biliaiev that "... any speech should be perfectly literate" [1], especially the speech of IHE lecturer that must comply with all linguistic standards. Adherence to intonation, facial expressions and gestures, well-placed voice, clear diction, adherence to pauses appropriate to the situation of speech, degree of emotionality, etc. are important in that case.

Another, not less important method of work at the Ukrainian (Foreign) Language classes is exercises. In the methodical science, exercises are understood as "students' performing learning tasks in order to consolidate the theoretical differences and practical abilities and skills mastery" [4].

The typology of exercises and tasks is determined by taking into account peculiarities of study material, level of general development, linguistic and speech training of students. The most acceptable for theory and practice in teaching language is exercise classification, developed by V. O. Onyshchuk, which is based on the didactic purpose of the task, the degree of activity and

independence in work. According to this classification exercises are divided into: a) preparatory (the purpose of which is to eliminate gaps in the basic knowledge required to further perception of new material); b) introductory (directed to performing tasks under the direction of the lecturer to prepare students for gradual independent work); c) training (the purpose of which is to consolidate language abilities and skills; their main types are exercises by example, by instruction, by task, aimed at constructing and modeling language units, replacing some forms or structures with others); d) final (problem tasks and different types of creative works).

T.V. Melkumova, for the formation of orthoepic abilities and skills of foreign students, offers exercises that form: 1) sound reception (auditory phonetic skills); 2) sound reproduction (articulatory skills); 3) combined (skills in establishing phonemic, audio, and letter correspondences) [4].

Understanding the importance of defining a rational exercise system for the methods in teaching the Ukrainian language in general, as well as for the formation of orthoepic abilities and skills of foreign medical students, make a great importance. Taking into account pedagogical principles of regularity and consistency, continuity, activity, connection of theory with practice, studying – with life, learning – with education, we propose the following exercises.

1. Listen carefully and pronounce sounds.
2. Pronounce sounds in words correctly.
3. Name sounds in words and find out their number.
4. Give the qualitative characteristics to each sound (vowel, consonant, stressed – unstressed vowel, hard – soft consonant).

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5. Make up words from separate letters.
6. Pronounce prepositions with words correctly.
7. Pronounce the words correctly, explain the pronunciation features.
8. Pronounce and write down words, which have hissing sounds in their sound composition.
9. Write down and pronounce correctly words with sounds [дж] and [дз].
10. Pronounce the words, which have letter щ. What is the specific of the sound that is reproduced by this letter?
11. Put stresses in the words.

Formation of orthoepic literacy of medical students involves the mastering of the basic means of affection, which is achieved by the natural alternation of individual vowels and consonants, possibility to use variants of words and word forms, not changing their meaning, for example: у – в, і – й, же – ж, над – наді, знову – знов, лише – лиш.

Conclusions and Prospects for Research. We conclude that the constant attention of the lecturer to the pronunciation features and the proposed exercises contribute to the active formation of orthoepic literacy of foreign students of medical educational institutions, to instill in them the skills of correct literary pronunciation.

The completed research does not claim the definitive solution of the described problem, since it is quite relevant and prospective to develop specific linguo-didactic directions, methods and techniques related to the formation of orthoepic literacy of medical foreign students in the process of studying the course “Ukrainian Language as Foreign”.

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